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fact is mentioned because today there is large need for an effective textbook for students who are preparing for participation in the directive activities of public education.

At a number of points the work is marred by errors, typographical and otherwise, destructive of both accuracy and clearness. More careful proof-reading would have obviated many of these errors.

President Butler, of Columbia University, has written a brief and characteristic introduction. While the *Administration of Public Education in the United States* has its defects and limitations, these are, in the majority of cases, of the sort necessarily imposed upon a bit of pioneer work treating of such a rapidly changing field of human action.

EDWARD C. ELLIOTT

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Arithmetical Abilities and Some Factors Determining Them. By CLIFF WINFIELD STONE, PH.D. Published by Teachers College, Columbia University, New York City. Pp. 101. \$1.00.

This book is a practical research thesis. It represents the modern tendency toward scientific study of educational problems. It develops a scientific method by which the efficiency of the arithmetic teaching in any school system may be accurately determined. Every school superintendent or supervisor of arithmetic teaching should have a copy of this book, and it may be read with profit by teachers of arithmetic everywhere.

It is a study of the relation between distinctive educational procedures and the resulting products. It investigates the nature of the product of the first six years of arithmetic work, and the relation between distinctive procedures in arithmetic work and the resulting abilities.

Tests were given in twenty-six representative school systems, geographically distributed over a large area of the country. These tests measured the abilities of sixth-grade children in arithmetical processes and in problem-analysis. The results of the tests are tabulated and studied to determine their bearings upon the following topics: (a) variability in the products of the different school systems; (b) variability of abilities among children as to the amount accomplished and as to accuracy; (c) relationship of abilities among systems and among individual pupils; (d) what we should mean when we speak of the product of arithmetic teaching; (e) practical suggestions for grading and for grouping. The study shows that the net result of the arithmetic work is several products, rather than a product. Arithmetic is largely a training of special abilities. The lack of uniformity among systems is great, and the variability among individuals within a given system is even greater than among systems. The variability among boys does not differ appreciably from that among girls. "Ability in any fundamental except addition implies nearly the same ability in other fundamentals in both systems and individuals; but ability in any fundamental implies ability in reasoning in individuals to a less degree than ability in such a subject as English implies ability in such a subject as geography."

Part of the study is devoted to the relation between time-expenditure and abilities. There is little relation between the two. The use of time for the

enrichment of the content of arithmetic work is not necessarily detrimental to the mastery of the essentials. The book considers also the relation between arithmetical abilities and the excellence of the course of study in arithmetic. While the excellence of the course of study doubtless is a factor in producing abilities, "systems vary so widely in the uses they are making of courses of study that the chances are about even that if one were to choose a system of schools with a good standing in abilities, that system would rank among the poorer systems as to course of study."

The tests used in the study are given in the book. The method of the study is given fully in Part I, and there should be no difficulty in adapting it in any school system. This scientific study provides the educational world with a means of beginning to standardize its products.

J. F. M.

BOOKS RECEIVED

AMERICAN BOOK COMPANY, NEW YORK

Coe's School Readers. By FANNY E. COE. Cloth. Illustrated. Third Grade Reader, pp. 284, \$0.40; Fourth Grade Reader, pp. 360, \$0.50.

Harvey's Practical Arithmetics. By L. D. HARVEY. Cloth. Book I, pp. 300, \$0.35; Book II, pp. 400, \$0.50.

Famous Men of Modern Times. By JOHN H. HAAREN AND A. B. POLAND. Cloth. Illustrated. Pp. 352. \$0.50.

A. S. BARNES & CO., NEW YORK

Plays and Games for Indoors and Out. Rhythmic Activities Correlated with the Studies of the School Programme. By BELLE RAGNAR PARSONS. Cloth. Illustrated. Pp. 215. \$1.50.

The Folk Dance Book. For Elementary Schools, Classroom, Playground, and Gymnasium. Compiled by C. WARD CRAMPTON. Cloth. Pp. 81. \$1.50.

GINN & CO., BOSTON

The Body at Work. Book IV, "The Gulick Hygiene Series." By FRANCES GULICK JEWETT. Cloth. Illustrated. Pp. 247. \$0.50.

HINDS, NOBLE & ELDREDGE, NEW YORK

Famous Poems Explained. Helps to Reading with the Understanding. By WAITMAN BARBE; with an Introduction by RICHARD G. BOONE. Cloth. Pp. 237. \$1.00.

Writing the Short-Story. A Practical Handbook on the Rise, Structure, Writing, and Sale of the Modern Short-Story. By J. BERG ESENWEIN. Cloth. Pp. 441. \$1.25.

THE MACMILLAN COMPANY, NEW YORK

The Psychology of Thinking. By IRVING ELGAR MILLER. Cloth. Pp. 303. \$1.25.

WORLD BOOK CO., YONKERS-ON-HUDSON, NEW YORK

Human Physiology. An Elementary Textbook, of Anatomy, Physiology, and Hygiene. ("New-World Science Series.") By JOHN W. RITCHIE. Cloth. Illustrated. Pp. 362. \$0.80.

New-World Speller. By JULIA HELEN WOHLFARTH AND LILLIAN EMILY ROGERS. Cloth. Illustrated. Pp. 160.